

**The Report of the  
Accreditation Visiting Team**

**Manti High School  
100 West 500 North  
Manti, Utah 84642**

**October 1-2, 2003**



Utah State Office of Education  
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Salt Lake City, Utah 84114-4200

**THE REPORT OF THE  
VISITING TEAM REVIEWING**

**Manti High School  
100 West 500 North  
Manti, Utah 84642**

**October 1-2, 2003**

**UTAH STATE OFFICE OF EDUCATION**

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## **FOREWORD**

A major purpose of the accreditation process is to stimulate inservice growth and school improvement. Consequently, requirements include not only meeting the standards of the Utah State Office of Education, but also completing a school evaluation every six years.

School evaluation is that effort by the local school staff to take a comprehensive look at the school's program, operation, and effect. The school determines how closely its purposes and philosophy coincide with its actual practices and the degree to which its stated objectives are being reached. It is a three-phased program: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, October 1-2, 2003, was conducted because of the school's desire to ensure quality education for all students in the school, and to meet the requirements referred to above.

The entire staff of Manti High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Brenan L. Jackson is commended.

The staff and administration are congratulated for the generally fine program being provided for Manti High School students, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more adequately meet the needs of the students of Manti High School.

Steven O. Laing, Ed.D.  
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*10/30/03*

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Jannine Henningson..... Secretary  
Gary Peterson..... Maintenance Director

**MANTI HIGH SCHOOL**  
**ADMINISTRATION AND STAFF**

**School Administration**

Brenan L. Jackson ..... Principal  
Ralph C. Squire ..... Assistant Principal

**Counseling**

Natasha Madsen ..... Counselor  
Connie Good ..... Counselor

**Support Staff**

Diann Rogers ..... Principal's Secretary  
Debra Trythall ..... Financial Secretary  
Cynthia Olson ..... Attendance Secretary (Part-Time)  
Phyllis Bown ..... Registrar

**Faculty**

Janet Anderson ..... Foods, Clothing, Child Development  
Greg Dettinger ..... Spanish, Journalism  
Carolyn Durfee ..... Special Education  
Forrest Eastman ..... Choir, Stage, Leather, Wood Carving, Keyboarding  
Connie Good ..... Psychology, Counselor  
Mark Hugentobler ..... Algebra, Healthy Life  
Allen Jacobson ..... Algebra, College Algebra  
Becky Kjar ..... Accounting, Word Processing, Economics  
Eloise Liddell ..... English, Speech, Drama  
Camille Lindsay ..... French, English  
Ron Litteral ..... Orchestra, Band, Show Choir  
Steve Lund ..... Physical Science, Math  
Cole Meacham ..... Social Studies, Fitness & Movement  
Andy Naylor ..... Health, Physical Education, Drivers Education  
Brandon Norris ..... Social Studies  
Eric Peterson ..... English  
Mary Ann Peterson ..... Business Law, Reading, English, Yearbook  
Jack Rapier ..... Social Studies, Student Council, Physical Education

|                       |                                   |
|-----------------------|-----------------------------------|
| Steve Roberts .....   | Biology, Human Biology            |
| Karen Schiffman ..... | English, College English          |
| Ben Schoppe .....     | Metals, Ag. Science               |
| Cherri Survey .....   | Special Education                 |
| Marc Taylor .....     | Science, Adv. Algebra, Geometry   |
| Bill Thompson .....   | Computers, Guitar                 |
| Tom Trythall .....    | Art, Painting, Sculpture, Drawing |
| Mark Wathen .....     | Chemistry, Physics, Algebra       |
| Gerald Wayman .....   | Drafting, Woods                   |



## **MANTI HIGH SCHOOL**

### **MISSION STATEMENT**

Committing Minds to Inquiry,  
Hearts to Compassion, and  
Lives to the Service of Others.

### **BELIEF STATEMENTS**

We Believe:

1. In doing what's best for kids.
2. Student learning is the chief priority of the school.
3. That students need to be actively involved in solving problems and producing quality work.
4. Students need to demonstrate mastery level of essential knowledge and skills.
5. It is the school's responsibility to provide a variety of learning opportunities.
6. Challenging expectations increase individual student performance.
7. Positive relationships and mutual respect among and between students and staff enhance a student's self-worth.
8. Students, parents, teachers, administrators, and the community share the responsibility for advancement of student learning.
9. A student's commitment to continuous improvement is imperative to enable students to become confident, self-directed, responsible citizens, and life-long learners.
10. A safe environment promotes student learning.

## **MEMBERS OF THE VISITING TEAM**

Roy Hoyt, Ed.D., Hurricane High School, Washington School District

Jill Porter, North Sevier High School, Sevier School District

Lexa Larson, North Sevier High School, Sevier School District

Rick Pruitt, Richfield High School, Sevier School District

Craig Hammer, Dixie High School, Washington School District

## **VISITING TEAM REPORT**

### **MANTI HIGH SCHOOL**

#### **CHAPTER 1: SCHOOL PROFILE**

Manti High School was organized as a public school in 1905, with a staff of three faculty members and 52 students, most of whom were in their early twenties. Currently there are 54 faculty and support staff members serving 562 students in grades 9 through 12. The new high school was built in 1980. A remodeling project was completed in 1998, which added nine additional classrooms, a commons area, a new main office area, and an additional gymnasium. Located in the geographical center of Utah, the three communities served by the school, Ephraim, Manti and Sterling, have a combined population of approximately 8,262 residents. Since Manti High is a small 2A school, its students, parents, faculty and staff interact not only in the school but also in the community. Overall, the economic climate of the area has experienced little change over the past decade. Farming and livestock production remain a large part of the economic profile for the area, with large numbers of cattle, sheep, and turkeys being raised. The Sanpete Valley is Utah's largest turkey producing region, and is ranked among the top ten in the nation. In addition, there are still large volumes of grain and feed being produced to support this livestock industry. The largest employer in the area is the Moroni Feed Company, with 900 workers. South Sanpete School District is second, with 420; Central Utah Correctional Facility and Sanpete County follow with 320 and 300 employees, respectively. Personal income within the county is the second lowest among the counties in the state, with a per capita income of \$14,419. The county unemployment rate is 6.1 compared with the central area at 5.4 and the state at 5.3.

*a) What significant findings were revealed by the school's analysis of their profile?*

It was clear from the data in the profile that the students, parents, and staff have positive perceptions of the school. Student achievement data indicates several areas for study and action by the staff in regard to test scores. The analysis by the staff shows a commitment to identifying areas of growth on behalf of students and staff.

The number of English language learner (ELL) students enrolled has increased over the past five years. The staff has taken the appropriate steps to meet these students' needs.

*b) What modifications to the school profile should the school consider for the future?*

The Visiting Team recommends that Manti High School continue and extend its efforts to systematically collect and analyze relevant data in order to guide decision making in relation to instruction and curriculum.

**Suggested Areas for Further Inquiry:**

- Extend the use and analysis of data to guide the decision-making process.
- Facilitate the identification of low-performing students through the use of standardized assessments, criterion-referenced tests, and school-designed assessments.

**CHAPTER 2: THE SELF-STUDY PROCESS**

- a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

The school engages parents and families as partners in the learning process. The school builds collaborative networks of support with community members and groups, government leaders, and higher education.

- b) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

Manti High School has taken a comprehensive review of strengths and weaknesses and included them as part of the study.

**CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS**

Manti High School's desired results for student learning (DRSLs) are as follows:

1. Effective Communication
2. Reasoning Skills
3. Responsible Citizens
4. Life Long Learning

### **Shared Vision, Beliefs, Mission, and Goals:**

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

A consensus-building process has been established that involves the school community in defining the school's beliefs, mission, and goals.

Study teams are appointed to work together to examine important information sources (such as the latest findings of research and future trends that have implications for student learning), as well as to review the school's profile data.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

The school's beliefs statements are comprehensive and address key issues pertinent to effective decision making and policy development in the school. The mission statement describes the purpose and direction for the school, and reflects a focus on student learning as the top priority ("Committing minds to inquiry...").

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

The school's mission, beliefs, and desired results align in purpose and intent.

### **Curriculum Development:**

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

The curriculum is based on clearly defined standards that reflect worthwhile expectations for student learning. The staff of Manti High School has identified essential knowledge and skills, and these are given priority in the development of the curriculum. In addition, the curriculum is focused on supporting and challenging all students, and addresses diverse learners without compromising the essential knowledge and skills that all students are expected to achieve.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

The desired results for student learning have been identified, and the staff has attained a general agreement on the importance of these outcomes. However, the staff needs to determine how the DRSLs will be taught in individual classes across the curriculum. The Visiting Team recommends that the staff, individually and collectively, discuss and determine how to implement the DRSLs into their curricula and, within their individual curricula, determine how to explicitly teach and assess these outcomes.

### **Quality Instructional Design:**

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

The design and selection of instructional strategies and learning activities is based on the essential knowledge and skills for student learning. Instructional time is valued by staff members and used to support students' learning. Learning experiences are aligned with most of the instructional goals; however, during the Visiting Team's classroom observations, students consistently showed limited engagement in an instruction setting. Although there were classrooms where students were actively constructing knowledge, the Visiting Team observed an imbalance between teacher-directed instruction and students actively engaged in learning

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

Assessments of students' learning are reviewed periodically, and in some instances lead to adjustments or modifications of the instructional process to help students improve their learning. The staff at Manti High School has a genuine desire to create an environment of acceptance for all learners. The collection of information that would assist in identifying different learners and their specific needs has not yet been fully emphasized and implemented.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

Students are provided, on a consistent basis, with a variety of opportunities to receive additional assistance to improve their learning. The Visiting Team observed that help is available for those students who actively seek it; however, those students who do not actively seek help are less likely to receive additional assistance. The collection of additional data and analysis would identify which students or groups of students require additional assistance, and help ensure that all students in need receive help on a consistent basis.

### **Quality Assessment Systems:**

- a) *To what extent has the staff developed classroom or schoolwide assessments based on clearly articulated expectations for student achievement?*

The expectations for student achievement standards and performance standards are not fully developed. In those cases where the expectations of student learning are clearly defined, assessments of student learning are aligned with the essential knowledge, skills, and performance standards for student learning.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

The school has identified most of the information needs of various decision makers who use assessment results. The purpose of assessments is clearly defined and effectively communicated to stakeholders prior to the assessment. Students are provided with a strong support system from faculty and staff. Teachers are creating opportunities for reteaching and peer support. Students are provided with some additional opportunities to demonstrate their learning beyond the initial assessment. The selection of assessment methods for student learning is not consistently based on the type of learning to be assessed, the specific performance standards for evaluating student achievement, or the purpose of the assessment.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

Teachers are using assessments designed to show basic understanding of subject matter. Assessment of student learning and grading practices is fair. In most cases, performance standards and criteria for judging student performance are clearly defined and applied on an equitable basis.

### **Leadership for School Improvement:**

- a) *To what extent does the leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

The school has established an academic learning climate in which teaching and learning are supported by the administration. Students feel valued and important. Students' and staff members' accomplishments are recognized. Morale is extremely high, which goes hand in hand with a positive learning environment.

- b) *To what extent does leadership employ effective decision making that is data-driven, research-based, and collaborative?*

Some of the decisions made by the school are based on validated, research-based practices and the analysis of pertinent data and information. An additional effort should be made to identify methods of teaching and assessment that can effectively reach low-achieving students. Data should be disaggregated to identify the population(s) that is in need of additional resources or attention.

- c) *To what extent does leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

The school occasionally assesses the effectiveness of instructional practices and organizational conditions. The school makes limited use of assessment and evaluation data for the purpose of improving student learning and instructional effectiveness.

- d) *To what extent does the leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

Schoolwide policies and operational procedures are consistent with the school's beliefs and mission, and are designed to maximize opportunities for successful learning.

- e) *To what extent does the leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

The allocation and use of resources are aligned with the school's goals.

The district, at the request of the administration, has supported a reading program, providing the necessary resources (including a teacher and three class periods).

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

The school has a well organized and functioning Community Council. The school is perceived as having an open door policy, and the administration is available and supportive of community concerns.

### **Community Building:**

- a) *To what extent does the school foster community building and working relationships within the school?*



The Visiting Team found evidence to support the idea that the school has created a sense of community among the students, staff, and faculty. Significant evidence of a positive and productive working relationship exists among all school personnel. We encourage the staff members to continue their efforts to collaborate across departments in order to foster collegiality and provide cross-curricular connections for students.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

Manti High School engages parents and families as partners in the learning process. The school community is extended and collaborative networks established through city leadership, parent newsletters, SEOPs, the Community Council, and the student government. The Community Council serves as an excellent forum for consideration of school issues.

### **Culture of Continuous Improvement and Learning:**

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

The school's organizational system and culture are supportive of the school's improvement and professional development. Professional development programs for administrators, teachers, and support staff focus on the knowledge and skills required to fulfill performance expectations of their roles and contribute to the achievement of Manti High School's goals for improvement. Professional development programs (such as Six Traits Writing training for all staff members) are designed to facilitate the acquisition of new knowledge and skills by all staff members.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

The school fosters an understanding of the change process among all those who have a stake in the work of the school. The school supports the work of individuals and groups responsible for implementing school improvement initiatives, and sustains the commitment to continuous improvement and renewal. The school's schedule provides time for departmental and school inservice meetings.

**CHAPTER 4: NORTHWEST ASSOCIATION OF SCHOOLS  
AND OF COLLEGES AND UNIVERSITIES (NASCU)  
STANDARDS I-XI**

**Standard I – Educational Program**

This standard is met.

**Standard II – Student Personnel Services**

This standard is met.

**Standard III – School Plant and Equipment**

This standard is met.

**Standard IV – Library Media Program**

This standard is not met. Manti High School does not have a certified library media teacher.

**Standard V – Records**

This standard is met.

**Standard VI – School Improvement (This is addressed in the self-study.)**

This standard is met.

**Standard VII – Preparation of Personnel**

This standard is met.

**Standard VIII – Administration**

This standard is met.

**Standard IX – Teacher Load**

This standard is met.

**Standard X – Activities**

This standard is met.

## Standard XI – Business Practices

This standard is met

### CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

- a) *To what extent is the schoolwide action plan adequate in addressing the critical areas for follow-up?*

The action plan currently addresses several major areas of improvement, as identified by the school's departments and focus groups. These areas of improvement include the following:

- Provide inservice training on Six Traits Writing strategies for faculty members and develop a schoolwide rubric that will be used to assess students' writing composition.
- Test all students in reading. Provide a reading class for students below the expected reading program.
- Form a school team to disaggregate and assess test data.
- Develop an assessment system to evaluate the implementation of the school DRSLs.
- The faculty will incorporate Bloom's Taxonomy in their curriculum.
- The faculty is encouraged to prioritize and focus efforts on those areas that will have the greatest impact on student learning and achievement.

- b) *To what extent is there sufficient commitment to the action plan, schoolwide and systemwide?*

There is substantial evidence to indicate that there is sufficient commitment to the action plan by the school staff and members of the community who were involved in the focus groups and school accreditation team.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the schoolwide action plan appear to be?*

All necessary components for evaluation are in place. The staff will need to be responsible for taking the steps to develop an evaluation plan.

## **CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM**

### **Commendations:**

- The efforts made on behalf of the ESL population are exemplary.
- The reading program as outlined in the action plan is in place, and addresses the needs of below-level readers.
- Community involvement is exceptional. Parents are encouraged to be part of the learning process of their children. The school and community are working together to help the children develop into the responsible citizens desired.
- Collaboration between and within departments is evident in the work that is done.

### **Recommendations:**

- It is suggested that data be collected in an organized and consistent manner to be used to drive decision making as it pertains to instruction and student learning.
- A greater variety of instructional methods will be more effective for the students. Most of the instruction going on was the “stand and deliver” variety, which does not reach all types of learners.
- Teachers need to become more familiar with the Core Curriculum and use it to align the classroom subject matter. This is more evident in some areas than in others, but it could be looked at across the board.
- Manti High School is in the beginning stages of a collaborative process. There is still more room for better collaboration within and between departments.